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ABSTRACT

Helpful Opportunities for Pupil Enrichment (Project HOPE) was designed to provide services to Chinese-speaking and Spanish-speaking students of limited English proficiency in grades 6, 7, and 8, as well as their parents and siblings and the instructional staff. In 1991-92, the project enrolled 160 male and 159 female students. The project was to provide students with activities to promote the acquisition of English and the development of mathematics, science, and computer skills. Family activities emphasized second language learning and exposure to facets of U.S. and native cultures, the arts, and literature. A career orientation component was included. Instructional staff were given in-service training. Curriculum guides were prepared in the native languages of participants. Project HOPE was highly successful and staff collaborated successfully with various city and state agencies to organize program activities and the parent component. Some difficulties were encountered in finding a qualified curriculum developer in Spanish and in publishing a project newsletter. While the project met many objectives with respect to Chinese native language achievement and staff development, others relating to Spanish language and English achievement were not fully met. It was not possible to accurately measure the extent of parent participation. Recommendations for program improvement center on reevaluating objectives and expanding out-of-class services aimed at English proficiency. Appendixes discuss data collection and analysis and instructional materials. (SLD)

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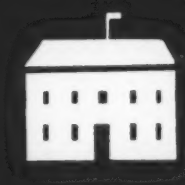

OREA Report

Helpful Opportunities for Pupil Enrichment (Project HOPE)
Transitional Bilingual Education Grant T003A10014
1991-92

FINAL EVALUATION PROFILE

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Helpful Opportunities for Pupil Enrichment
(Project HOPE)
Transitional Bilingual Education Grant T003A10014
1991-92

FINAL EVALUATION PROFILE

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Additional copies of this report are available from:

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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Report

Helpful Opportunities for Pupil Enrichment
(Project HOPE)

Transitional Bilingual Education Grant T003A10014
1991-92

EXTRACT

PROJECT DIRECTOR: Dr. Florence Pu-Folkes FUNDING CYCLE: Year 1 of 3

SITES

School	Community School District	Grade Levels	Enrollment*
I.S. 61Q	24	6,7,8	127
I.S. 73Q	24	6,7,8	92
I.S. 131M	2	7,8	88

*The project enrolled 319 students. Male students numbered 160, female 159.

STUDENT BACKGROUND

Native Language		Number of Students
Spanish		198
Chinese		121
Mandarin	30	
Cantonese	56	
Other	35	

Countries of Origin	Number of Students
China	110
Colombia	30
Dominican Republic	82
Ecuador	20
Mexico	19
Peru	13
Other	45

Median Years of Education in Native Country: 5.0; in the United States: 2.0

Percentage of Students Eligible for Free Lunch Program: 95

ADMISSION CRITERIA

The project admitted limited English proficient (LEP) students (those who scored at or below the 40th percentile on the Language Assessment Battery [LAB]) and had recently arrived in the United States. The project also took into consideration teachers' referrals and parents' requests.

PROGRAMMING

Design Features

Project HOPE was designed to provide services to Chinese- and Spanish-speaking LEP students, their parents and siblings, and instructional staff. The project was to provide students with activities to promote the acquisition of English and the development of mathematics, science, and computer skills. Family activities emphasized second-language learning and exposure to facets of American and native cultures, the arts, and literature. A career orientation component was included. The project provided instructional staff with in-service training, and staff developed or adapted curriculum guides in the native languages of the target population.

Strengths and Limitations

Project HOPE was highly successful in carrying out its design. Its strengths lay in its ability to collaborate with various city and state agencies to organize the program's varied activities, and its energetic parental component, and its ability to work closely with school personnel and take advantage of the schools' curricula and resources.

The project had some difficulty finding a qualified curriculum developer for the Spanish component of the program and was not able to hire someone until the spring. The project also had difficulty in publishing its newsletter due to the shortage of staff.

CONCLUSIONS AND RECOMMENDATIONS

Project HOPE met its objectives for Chinese N.L.A., content area subjects, advisement, grade retention, and staff development. It partially met its objective for attendance and curriculum development. Even though the project offered many parent activities, OREA could not measure the objective as stated. The project did not meet its objectives for E.S.L. and Spanish N.L.A. OREA was unable to evaluate the objective on referral to remedial programs because of lack of data.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Explore reasons why fewer students than expected showed gains in English proficiency and expand out-of-class services (e.g. peer tutoring, individualized instruction, after-school instruction) to rectify the problem.

- Offer staff development specifically directed toward the teaching of Spanish N.L.A., which might allow a greater proportion of Spanish-speaking program students to show growth in this area.

- Because the mainstream attendance rates in two of the schools were very high, it is possible that the attendance objective is unrealistic. Consider seeking permission to modify objective.

- The project should seek to modify the parental involvement and curriculum development objectives in order to make them more realistic.

- Provide data necessary for OREA to fully evaluate all objectives.

PROGRAM ASSESSMENT

Title VII Staff (Total: 3)

Title	Degree	Language Competencies	Title VII Funding
Project Director	Ph.D.	Spanish, Burmese	Full time
Resource Specialist	M.A.	Chinese (Mandarin)	Full time
Educational Assistant	High School	Chinese (Mandarin, Cantonese), Thai	Full time

The responsibilities of the Title VII staff included planning and overseeing project activities. Staff contacted parents, assisted in the evaluation process, and provided school staff with enrichment instructional activities and other assistance whenever necessary.

Other Staff Working with Project Students (Total 10)

Titles	Degrees	Certification		Language Competencies and Teaching/ Communicative Proficiencies (TP/CP)*	
Teachers 10	B.A. 2	Common Branches	1	Spanish	TP 6
	M.A. 8	Science	2	Chinese	TP 4
		Bil. Com. Branches	1		
		Mathematics	4		
		Junior High School	1		
		Biology	1		
		Accounting and Bus. Practice	1		

All staff had certification in areas they served except for one teacher certified in mathematics who taught a bilingual science class.

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

Ninety percent of program time was devoted to instructional tasks. It used the students' native language (60 percent) and English (40 percent) for instruction. Program students took music, physical education, art, and computer education with the mainstream students for one period a week each.

English as a Second Language (E.S.L.)

All sites offered four periods a week of E.S.L. instruction at the beginning, intermediate, and advanced levels. The project offered extra E.S.L. classes at each of the sites after regular school hours. Project staff used total physical response, whole language, peer tutoring, and cooperative learning to teach E.S.L. The project also used audiovisual materials whenever feasible.

For a list of instructional materials, see Appendix B.

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*Teaching Proficiency (TP): Competent to teach in this language.
Communicative Proficiency (CP): Conversational capability only.

- Seventy percent of the target students will demonstrate an appropriate increase in English language proficiency.

Evaluation Instrument: Language Assessment Battery (LAB)*

Pretest: May 1991; posttest: May 1992.

Number of students for whom pre- and posttest data were reported: 248

Percent of students with pretest/posttest gains: 39.5

Mean gain: 3.8 N.C.E.s (s.d.=7.8)

Mean gain is statistically significant ($t=7.61$, $p<.05$).

While the mean gain was significant, fewer students than proposed achieved a gain.

Project did not meet E.S.L. objective.

Native Language Arts (N.L.A.)

Students lacking native language literacy skills (estimated): Spanish, 30 percent; Chinese, 10 percent.

All schools offered four periods a week of instruction at the beginning, intermediate, and advanced levels. To teach N.L.A., the project used varied instructional strategies, including peer tutoring, cooperative learning, and individual reading. In addition, Project HOPE paid representatives from the Repertorio Español to work with the Spanish-speaking students at I.S. 61 and I.S. 71.

For a list of instructional materials, see Appendix B.

- Seventy-five percent of Spanish-dominant participants will demonstrate a significant increase in Spanish language proficiency.

Evaluation Instrument: Pretest, Reading Subtest of Spanish LAB, May 1991; posttest, Examen de Lectura en Español, May 1992.**

Number of students for whom pre- and posttest data were reported: 96

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*OREA used a gap reduction design to evaluate the effect of supplementary instruction on project students' performance on the LAB. Since all LEP students in New York City are entitled to such instruction, no valid comparison group exists among these students, and OREA used instead the group on which the LAB was normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

**Details for the evaluation design using the spring 1991 Spanish LAB administration as a pretest and the spring 1992 ELE administration as a posttest will be forthcoming.

Percent of students with pretest/posttest gains: 63.5

Mean gain: 5.8 N.C.E.s (s.d.=21.7)

Mean gain is statistically significant ($t=2.62$, $p<.05$).

While the mean gain was significant, fewer students than proposed achieved a gain.

Project did not meet Spanish N.L.A. objective.

- Seventy-five percent of the Chinese dominant students will demonstrate a significant increase in Chinese language achievement.

Evaluation Indicator: final course grades.

Of the 90 students enrolled in Chinese N.L.A., 88 (97.7 percent) passed.

Project met Chinese N.L.A. objective.

Content Area Subjects

The program utilized a number of strategies, including small-group instruction, peer tutoring, and cooperative learning, in the teaching of the content areas. Students used manipulatives in mathematics and experimentation in science classes. (Computers played an important role in instruction throughout the curriculum, not only as a tool for teaching content area courses but also for E.S.L., job orientation, and students' recreation.) The program worked in conjunction with the NYCENET and Three Cs (another Title VII project) in order to establish this component of the project.

For a list of instructional materials, see Appendix B.

- Seventy-five percent of all target students will achieve a passing grade of 65 percent or better in science, mathematics, and computer science.

Evaluation Indicator: final course grades.

PASSING GRADES IN CONTENT AREA COURSES

School	Subject	Enrollment	Percent Passing
I.S. 61Q	Science	124	87.1
	Mathematics	124	71.0
I.S. 73Q	Science	92	96.7
	Mathematics	92	93.5
I.S. 131M	Science	88	97.7
	Mathematics	88	76.1
	Computer Science	88	93.2

Overall, more than 75 percent of the students passed courses in each of the content areas. The only place where the passing rate was lower than 75 percent was in mathematics at I.S. 61.

Project met content area objective.

Advisement

- All project students will meet on an individual basis with the bilingual academic specialist for advisement at least two times during the school year for advisement and planning.

Evaluation Indicator: program records.

All participants received ongoing individual counseling during the school year on high school articulation, course selection, summer youth program, career choices, and individual problems. Project staff also helped students find summer jobs.

Project met advisement objective.

Other Activities

The project provided students with educational trips to the Long Island Science Museum, New York City Aquarium, Bronx Zoo, and the New York Hall of Science.

Attendance

The program staff and teachers of participating students tried to encourage students' attendance by keeping contact with the families and providing individual counseling.

- The attendance of target students will be 10 to 15 percent greater than mainstream students.

ATTENDANCE RATES

School	Project Students	Mainstream Students	Percent Difference
I.S. 61Q	96.2	87.2	10.3
I.S. 73Q	95.1	90.9	4.6
I.S. 131M	97.9	93.5	4.7

At all three sites, the project student attendance rate was higher than the mainstream attendance rate. Only at I.S. 61, however, was the attendance rate of project students at least 10 percent greater than that of mainstream students. It should be recognized that mainstream rates at I.S. 73 and I.S. 131 were very high and that to expect a rate 10 percent higher is impossible.

Project partially met attendance objective.

Grade Retention and Referral to Remedial Programs

- As a result of participation in the program, student grade retention or referral to or placement in special education classes rate will be 10 to 15 percent less than mainstream students.

- As a result of participation in the program, the rate of referral to special program (e.g., Chapter 1/PCEN remedial programs) will be 10 to 15 percent less than mainstream students.

Evaluation Indicator: school records.

Of the 319 students enrolled in the project, 2 were retained in grade and none were referred to special education. The project did not provide information on referral to remedial programs.

Project met its grade retention objective. OREA could not evaluate objective for referral to remedial programs.

Dropout

No students dropped out. The project did not propose a specific objective for dropout prevention.

Students with Special Academic Needs

Referral to special education. Teachers referred students whose ability to function in the program was in doubt to a School-based Support Team (S.B.S.T.). They also requested assistance from project staff when necessary. All the S.B.S.T.s had bilingual members. I.S. 131M had three Chinese-speaking staff members, I.S. 73Q had one part-time Spanish-speaking member, and I.S. 61Q had three Spanish-speaking members.

Staff Development

- Eighty-five percent of the staff in the program will demonstrate an increase in awareness of pupil needs and pupil problems.

Evaluation Instrument: OREA-developed Likert scale.

The program distributed an OREA-developed Likert-type scale (with values of one to five, five being the highest rating) for staff to rate awareness of students' problems and needs and the quality of the program. OREA received a total of 10 responses. Eighty percent of the respondents indicated that participation in Project HOPE had made them more aware of students' needs, while one hundred percent said they had become more aware of students' problems. (In addition, one hundred percent of the teachers rated Project HOPE as of superior quality. Respondent teachers reported that the major problems for program students were the lack of basic skills and the language constraints. They also suggested that students would have benefitted from more field trips.)

Project met objective for increased awareness of pupil needs and problems.

- Ninety percent of program staff will demonstrate professional growth by completing courses of study.

Evaluation Indicator: program records.

The resource specialist received a stipend from Saint John's University and completed a total of 18 credits toward the Professional Diploma Program.

The project kept school staff informed of the various staff development activities that were being offered throughout the city. The project also collaborated with other programs and institutions in order to provide staff with the opportunity to attend a wide variety of meetings and workshops. In particular, Project HOPE collaborated with the Chinese Asian Bilingual Education Technical Assistance Center (CABETAC) in the coordination and development of the Asian Symposium--a staff development activity for bilingual teachers.

The project encouraged bilingual science teachers to participate in the Energy Education Conference at the Pocono Environmental Education Center. In addition, the project worked with the NYCENET Electronic Partners Program for the initiation of an interstate bilingual student-teacher bulletin board. The project also provided on-site training and demonstration lessons for bilingual mathematics teachers on a weekly basis and held a half-day conference for them so that they could share information.

Project HOPE held at least one monthly meeting to discuss such topics as the implementation of the program, upcoming activities, office procedures, working with city resources, and other projects. All teachers of participating students were invited to attend. All the project staff attended all the workshops and meetings.

Project met objective for development of professional growth.

Curriculum Development

- As a result of the program, four instructional guides in the areas of math, science, social studies, native language arts, and computer science in the native language will be developed.

Evaluation Indicator: project-developed instructional materials inventory.

The project staff and consultants developed the "Chinese Heritage and Culture Resource Manual," which was published and disseminated to all the schools in New York City. In addition, the project developed and distributed sample lesson plans in mathematics, a practical guide to teaching word processing for computer teachers, and "E.S.L. through Word Processing," a manual for students. The program started to work on a science instructional guide toward the end of the school year, but could not complete this or any additional instructional guides because of the late hiring of the Spanish curriculum specialist.

Project partially met the curriculum development objective. The project director plans to request a change in this objective for 1992-93 to make it more realistic.

Parental Involvement

- Parents of target students will demonstrate more parental involvement than parents of mainstream students by demonstrating 10 to 15 percent higher attendance at school functions.

Evaluation Indicator: project and school records.

Project HOPE had an extended parental involvement component that aimed to promote better relationships between home and school. Once children enrolled, the project sent parents an informative flyer and a booklet telling them about parents' rights and responsibilities in the New York City Public Schools and ways in which to interpret test scores. The project sent letters to parents on a regular basis to keep them informed about their child's progress and any difficulties. The letters also informed parents of the services that they could obtain from the project and from various city organizations.

The program sponsored 40 parents from the three intermediate schools to attend the one-day Parent Institute at the State Association for Bilingual Education (SABE) Conference in Kiamesha Lake, New York, and the Chinese Parent Conference at P.S. 84. Both conferences covered topics such as "The Future of Bilingual Education in the 21st Century," "New Challenges for Parents," "Multicultural Education in Bilingual Classrooms," "How Parents Can Motivate Their Children to Read," and "Bilingual Education Services in Public Schools." In addition, Project HOPE held instructional workshops for parents, sponsored a parent educational trip to the New York City Aquarium, and referred parents to E.S.L. classes at Seward Park High School in Manhattan and at the I.S. 61 project site.

Project did not provide the data necessary to evaluate the objective as stated. Even though the program had a successful parental involvement component, it was difficult to obtain the attendance records. The project director reported that she will request a change in the objective for 1992-93 to make it more realistic.

CASE HISTORIES

The project did not provide a case history.

APPENDIX A

DATA COLLECTION AND ANALYSIS

COLLECTION

OREA evaluation consultants visit sites and interview key personnel. The project director gathers data and, with the consultant, completes forms (as shown below) as necessary.

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

ANALYSIS

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be

attributed to project services. Scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a *t*-test. To test whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a *z*-test and reports the differences between the two proportions. The level of significance is set at .05 for all tests.

Techniques For Minimizing Error

The evaluation procedures minimize error by providing for proper administration of evaluation instruments through a combination of testing at 12-month intervals, appropriate analysis procedures and reporting.

Instruments of measurement include the LAB (see above), the Degrees of Reading Power (D.R.P.) test, the Metropolitan Achievement Test--Mathematics (MAT-Math), El Examen de Lectura en Español (ELE), Likert-type scales (see above), and project-developed tests. Except for Likert scales and project-developed tests, these instruments are scored on a citywide basis at the Scan Center of the New York City Public Schools.

APPENDIX B

INSTRUCTIONAL MATERIALS

E.S.L.

More than ABC's: The Early Stages of Reading and Writing	J. Schickendanz	National Association for the Education of Young Children
Lessons from a Child	L. Calkins	Heinemann Company
A Picture's Worth a Thousand Words	Kim Sanabria	Prentice-Hall, Inc.
Turning Points Communicating in English	Giuliano Iantorno	Addison-Wesley Publishing Co.
Express Ways English for Communication	Steven J. Molinsky	Prentice-Hall, Inc.
English for a Changing World	Banks, Griggs	Scott, Foresman and Company
English for Spanish. Cassettes and book.		Audio Forum Catalog.
Turning Points. Levels I, II, and III.	Iantorno/Papa	Addison-Wesley Publishing Co.
Modern American English. Levels I, II, and III.	Dixon	Regents Publishing Company
Skills Sharpener	De Pilippo and Skidmore	Addison-Wesley Publishing Co.
Oxford Picture Dictionary of American English	Patricia E. Jenin	Oxford University Press
Hi	Elizabeth Claire	Minerva Books

N.L.A.

Español: Elementos Gramaticales	Dr. Joaquín Anorga Larralde	Minerva Books, Ltd.
Banderas	Rosalinda B. Barrera	Houghton Mifflin Company
Campeones	Rosalinda B. Barrera	Houghton Mifflin Company
Portales	Rosalinda B. Barrera	Houghton Mifflin Company
Sombrero de Tres	Pedro Antonio	Regents Publishing Company
Elementary Chinese		Foreign Language Press
Junior High Chinese		Foreign Language Press
The Chinese Language. Vol. 1-12		Foreign Language Press

Mathematics

Exito en las Matemáticas	Bruce R. Vogeli	Silver Burdett
Disfrutemos las Matemáticas	Varios autores	Charles E. Merrill Publishing Co.
Matemática	Varios autores	Silver Burdett
Mathematics Structure and Method	Mary P. Dolciani	Houghton Mifflin Company
Integrated Mathematics	Isidore Dressler	Amsco School Publications, Inc.
Health and Pre-Algebra	David W. Lowry	D.C. Health and Company
Preliminary Mathematics	Isidore Dressler	Amsco School Publications, Inc.

Science

Ciencias	Luis Rey	Cultural Centroamericana, S.A.
Ciencias de la Tierra	Robert E. Fariel	Addison-Wesley
Consultor	Santillana	Editado por Nuevas Técnicas Educativas, S.A.
Introducción a las Ciencias	Colección Alinorma	Edime Organización Gráfica
Introducción a las Ciencias Químicas	Dr. José Díaz Cubero	Compañía Cultural Editora y Distribuidora
Concepts and Challenges in Earth Science	Leonard Berstein	Globe Book Company, Inc.
Concepts and Challenges in Physical Science	Leonard Berstein	Globe Book Company, Inc.
Concepts and Challenges in Life Science	Leonard Berstein	Globe Book Company, Inc.

Social Studies

The United States and its Neighbors	Timothy M. Helmus	Silver Burdett Company
Estados Unidos: Ayer y Hoy	Timothy M. Helmus	Silver Burdett Company
Los Estados Unidos y sus Vecinos	Timothy M. Helmus	Silver Burdett Company
Las Américas y sus Pueblos	Aurelio Pérez Martínez	Compañía Cultural Editora y Distribuidora
El Viejo Mundo y sus Pueblos	Aurelio Pérez Martínez	Compañía Cultural Editora y Distribuidora
Historia del Pueblo de los Estados Unidos de América	Dr. José H. Díaz Cubero	Compañia Cultural Editora y Distribuidora
America: Early Years	Chamlot	Addison-Wesley
America: After Independence	Chamlot	Addison-Wesley
The World	Graham Tyler Messidl	McGraw Hill